



TENNESSEE DEPARTMENT OF
EDUCATION
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Principles of Machining I

Primary Career Cluster:	Advanced Manufacturing
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code:	5929
Pre-requisite(s):	<i>Algebra I</i> (0842, 3102), <i>Principles of Manufacturing</i> (5922) Recommended: <i>Geometry</i> (0843, 3108), <i>Physical Science</i> (3202)
Credit:	1
Grade Level:	10
Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Advanced Manufacturing courses.
Programs of Study and Sequence:	This is the second course in the <i>Machining Technology</i> program of study.
Aligned Student Organization(s):	Skills USA: http://www.tnskillsusa.com Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	070, 157, 230, 231, 232, 233, (042 and 043), (042 and 044), (042 and 045), (042 and 046), (042 and 047), (042 and 077), (042 and 078), (042 and 079), (043 and 044), (043 and 045), (043 and 046), (043 and 047), (043 and 077), (043 and 078), (043 and 079), (044 and 045), (044 and 046), (044 and 047), (044 and 077), (044 and 078), (044 and 079), (045 and 046), (045 and 047), (045 and 077), (045 and 078), (045 and 079), (046 and 047), (046 and 077), (046 and 078), (046 and 079), (047 and 077), (047 and 078), (047 and 079), (077 and 078), (077 and 079), (078 and 079), 470, 477, 531, 537, 551, 552, 553, 554, 555, 556, 557, 575, 582, 584, 585, 596, 700, 705, 760
Required Teacher Certifications/Training:	Some endorsements require NIMS industry certification to teach this course. Please refer to the correlation of course codes for a full list.
Teacher Resources:	http://www.tn.gov/education/cte/Manufacturing.shtml

Course Description

Principles of Machining I is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee State Standards in Mathematics.*

Program of Study Application

This is the second course in the *Machining Technology* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Advanced Manufacturing website at <http://www.tn.gov/education/cte/Manufacturing.shtml>.

Course Standards

Safety

- 1) Maintain safety records and demonstrate adherence to industry-standard practices regarding general machine safety, tool safety, and fire safety to protect all personnel and equipment. For example, when operating tools and equipment, regularly inspect and carefully employ the appropriate personal protective equipment (PPE) as recommended by Occupational, Safety & Health Administration (OSHA) regulations, American Society for Testing Materials, ANSI Z49.1: Safety and Welding, Cutting, and Allied Processes, and state and national code requirements. Be able to distinguish between rules and explain why certain rules apply. Incorporate safety procedures and complete the safety test with 100 percent accuracy. (TN Reading 1, 2, 3, 4)
- 2) Adhering to proper safety guidelines, develop a schedule and create documents for a checklist to perform daily, weekly, and/or monthly routine maintenance on hand tools, conventional machines, and computer numerical control (CNC) machine tools. The checklist should also include, but is not limited to, cleaning the work area and appropriately handling and disposing of environmentally hazardous materials. (TN Reading 3; TN Writing 4)

Overview of Machining Technology

- 3) In teams, research the evolution of machining technology, and describe how it has affected the workforce and the manufacturing industry in particular. Report on early machining tools, how power sources changed, basic machine tool operation, non-traditional machining processes, and automated machining processes. Cite evidence to support the information presented. (TN Reading 1, 4; TN Writing 2, 4, 7, 8, 9)

Career Exploration

- 4) Investigate how the role of a machinist has changed with the evolution of machining technology.

Describe the various machining job categories and their characteristics. Research a range of postsecondary institutions (e.g., colleges of applied technology, community colleges, and four-year universities) and professional organizations (National Institute for Metalworking Skills [NIMS]) to identify the skills, education, and training requirements to become a machinist. (TN Reading 1, 4, 9; TN Writing 2, 4)

Measurement and Layout

- 5) Given a specific machining task, select the appropriate tool and accurately measure solid shapes or simple parts. Record the measurements in both English and metric units using the correct number of significant figures. Perform basic mathematical calculations and/or calibrations using tools such as the following:
 - a. Micrometers
 - b. Verniers
 - c. Gages
 - d. Dial indicators
 - e. Helper measuring tools (e.g., calipers, telescoping gage, small hole gage)(TN Reading 3; TN Writing 4; TN Math G-GMD)
- 6) Calculate the speeds, feeds, and depth of cut for various machines and determine the tools needed for machining a simple part. Correctly interpret recorded measurements and use them to set up or adapt a process. (TN Reading 1, 3; TN Writing 4; TN Math N-Q)
- 7) Identify and explain the proper use of the following common layout tools used in machining technology. Given a specific machining task, use a multistep layout procedure to locate and mark lines, circles, arcs, and points for drilling holes and making cuts. Such as:
 - a. Lines: layout dye, scribe, divider, surface plate, v-blocks, straightedge, squares
 - b. Angles: plain protractor, vernier protractor(TN Reading 1, 3, 5, 6; TN Writing 4; TN Math N-Q, G-GMD)

Blueprint Reading and Interpretation

- 8) Demonstrate technical literacy in the symbols, lines, and figures devised by the American National Standards Institute (ANSI). Distinguish between the past and present metalworking symbols (e.g., counterbore, countersink, and drill) and explain why it is important to be familiar with both. (TN Reading 1, 4, 7, 8)
- 9) Classify and compare the different types of dimensions on drawings needed to produce a part or an object. Read and interpret drawings that are dimensioned in fractional inches, decimal inches, and in metric units. For example, drawings dimensioned in decimal parts of a unit indicate greater precision. (TN Reading 1, 4, 7; TN Math N-Q)
- 10) Examine and interpret drawings to manufacture an object. Report and define information necessary to complete a machining task, such as the materials to be used, required surface finish, tolerances, quantity of units, scale, assembly and subassembly instructions, past revisions, and the name of the object. Explain the interpretation of drawings and provide supporting evidence. (TN Reading 1, 4, 7; TN Math N-Q)

- 11) Given a set of machining drawings, distinguish between the detail and the assembly drawings. Compare and contrast the characteristics and applications of each. Describe a multistep procedure to use the drawings in order to complete a series of tasks related to a given assignment. For example, use the scale of a drawing to determine dimensions not explicitly shown on the drawing. (TN Reading 1, 3, 9)

Materials

- 12) Using the following classifications, explain how metals are classified, identify general characteristics of each type, and describe related safety precautions that should be applied during machining procedures.
- a. Ferrous metals
 - b. Nonferrous metals
 - c. High-temperature metals
 - d. Rare metals
- (TN Reading 1, 3, 4, 9)
- 13) Investigate the chemical and physical properties of materials used in the machining process. Considering the following common materials, list the principle properties relevant to machining tasks.
- a. Carbon steels
 - b. Stainless steels
 - c. Structural steels
 - d. Cast iron
 - e. Aluminum
- (TN Reading 1, 4; TN Writing 4)

Production Design Process to Machine Parts

- 14) Given a team assignment, formulate strategies to manufacture a simple part. The strategies should include designing a flow process that organizes equipment and materials needed for cutting, drilling, milling, grinding, and/or other machining operations. Also, organize a plan for layout, setup, and performance of tapping, countersinking, counterboring, and reaming as needed. Implement the above strategies to manufacture the part. (TN Reading 1, 3, 4; TN Writing 4; TN Math N-Q)
- 15) Simulate the work of a machining team to develop and manufacture a product idea, accounting for given specifications and potential constraints. Prior to manufacturing the product, use the following multistep process to outline a plan demonstrating how the product will be manufactured efficiently. The plan should include justification for the number of parts needed, how the parts were standardized, and the ability to process the parts.
- a. Develop initial designs
 - b. Refine designs
 - c. Create a conceptual model and prototype
 - d. Present design ideas
 - e. Obtain management approval for design
 - f. Manufacture the final product
- (TN Reading 1, 3; TN Writing 1, 4, 6, 7)

Quality Control

- 16) Measure, weigh, and visually inspect machined parts. Record and compare data to given project specifications using class-defined analysis methods. Interpret and communicate results both written and verbally. If necessary, recommend changes that will reduce the number of product defects during the manufacturing process. (TN Reading 1, 3, 4, 7; TN Writing 1, 4; TN Math N-Q, G-GMD)
- 17) Drawing upon multiple resources, research both destructive and nondestructive testing used as quality control techniques to prevent manufacturing defects in machining technology. Explain the importance of accurate measuring tools that are calibrated by the National Institute of Standards Technology (NIST) guidelines. In addition, explore other testing techniques such as the use of coordinate measuring machines (CMM), use of optical comparators, radiographic inspection, magnetic particle inspection, ultrasonic inspection, and laser inspection. Compare and contrast these techniques and provide specific examples for when they are most appropriately used. Cite evidence to justify the examples. (TN Reading 1, 3, 9; TN Writing 1, 4, 5, 8)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity, Geometry.
 - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative and geometric reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.